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ABSTRACT

This publication contains three fact sheets on gender and employment statistics and their implications. The fact sheets are divided into two sections--statistics and implications. The statistics present the current situation of men and women workers as they relate to occupations, education, and earnings. The implications express suggestions for developing high quality work force preparation programs. The topics of the three fact sheets are as follows: gender and labor force participation; gender and earnings; and education, earnings, and gender. Some of the information reported in the fact sheets includes the following: (1) men's share of the labor force continues to decline, whereas women's continues to increase, with women now representing almost half or all workers; (2) women continue to earn an average of only 75.5 percent of men's wages, with full-time women employees making substantially less than men in almost all occupations; (3) two-thirds of all part-time workers are women; (4) families maintained by women without a husband had a median income of $17,443 in 1993 (5) for families maintained by men only, the figure was 26,467; (6) married-couple families had a median income of $43,005; (7) 91 percent of female and 88 percent of male labor force participants in 1995 had high school diplomas; (8) 44 percent of women on Aid for Families with Dependent Children had less than a high school education; and (9) 75 percent of female heads of households with less than a high school diploma are living in poverty. Implications for educators, employers, and public policy makers are as follows: students should be made aware of the practical side of work life and how their choices affect their earning power; programs should be implemented for single parents with less than a high-school diploma; students should be informed of the advantages and disadvantages of nontraditional employment; and efforts should be made to continue closing the wage gap between men and women. Contains 19 references. (KC)

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Gender and Employment Current Statistics and Their Implications

With all the recent emphasis on workforce preparation, educators and administrators need to see if their programs are effectively preparing students for the workforce. They also need to better understand their current, potential, and projected students as they develop other workforce preparation programs. To achieve these tasks, educators and administrators must know how gender, employment opportunities, education, and earnings affect the labor force. Current statistics and their implications for educators and employees can aid educators and administrators in this understanding.

Therefore, this issue paper diverts from the standard technical/practical research narrative and instead presents a set of fact sheets covering gender, employment, and education issues. These fact sheets can be duplicated and used individually or in conjunction with one another. They are meant to be given to community and business leaders, employers, school board members, legislators, local community agency staff, and other individuals with a vested interest in workforce issues. They can be used as public relation tools or as justification for programs and collaborative ventures. Educators and administrators can supplement these fact sheets with their own individual and state program accomplishments and successes to further strengthen the need and value of their programs.

The fact sheets are divided into two sections–**statistics** and **implications**. The **statistics** present the current situation of men and women workers as they relate to occupations, education, and earnings. Educators and administrators can use these statistics as teaching content, rationale for grants, and program evaluation and justification. The **implications** express suggestions for developing quality workforce preparation programs. Educators and administrators can use these implications to infuse equity into programs, grants, and collaborations. They can also use them to identify effective recruitment and retention strategies for nontraditional employment.

The Ohio Department of Education, Division of Vocational and Adult Education is committed to providing critical, current information to aid educators and administrators in their roles at the local level. It is our hope that you will use these fact sheets to promote your programs and the educational value they offer in preparing better employees for the future.

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Gender and Labor Force Participation

Labor Force Participation Rates

Men's share of the total labor force continues to decline. Men accounted for 54 percent of total United States labor force participants in 1995 while women accounted for 46 percent of that total. Women are projected to comprise 48 percent in the year 2005.[1]

Nearly six out of every ten women–58.9 percent–age 16 and over were labor force participants (working or looking for work) in 1995.[1]

Women between the ages of 20 and 54 had labor force participation rates of at least 70 percent. Even half the Nation's teenage women ages 16-19 were labor force participants–52 percent.[1]

Divorced women have higher labor force participation rates (73.7%) than married women (61.1%) and never married women (65.5%).[1]

Occupational Status

More women, minorities, older adults, and immigrants are entering the workforce. Although they comprise only half of it today, non-whites, women and immigrants will make up more than 5 out of 6 new workforce entrants by the year 2000.[2]

Only one-third of the job openings in the Ohio economy are expected to be generated by employment growth. The remaining two-thirds stem from the need to replace existing workers who will leave the labor force.[3]

Seventy-three percent of women work in nonprofessional occupations such as clerical or service jobs.[4]

Women are still concentrated in low-paying jobs; two thirds of minimum wage workers are adult women. Sixty-five percent of women who earn minimum wage are either single parents or displaced homemakers".[5]

The top 20 jobs for women in Ohio (in terms of greatest numbers employed) are concentrated in clerical, health, retail, and service occupations such as childcare and housekeeping services. Only three of the top 20 (elementary school teachers, LPNs and registered nurses) are occupations that pay enough to support a family.[6]

More than one in three women who maintain families work full time but earn less than poverty level income.[7]

In 1992, only 6.6 percent of all working women were employed in nontraditional occupations, that is jobs in which 75 percent or more of those employed are men.[4]

Women in nontraditional jobs earn 20 percent to 30 percent more than women in traditional occupations.[4]

Women have, however, made great strides in becoming entrepreneurs. According to the latest Census Bureau data, women owned over 6.4 million of all U.S. businesses in 1992, employing over 13 million persons and generating $1.6 trillion in business revenues.[1]

Men's wages continue to exceed women's wages. Women earn only 75.5 percent of what men earn.[1]

Median Weekly Earnings, Selected Traditionally Female Occupations, 1995

Occupation	Women	Men
Registered nurses	$693	$715
Elementary school teachers	$627	$713
Cashiers	$233	$256
General office clerks	$360	$389
Health aides, except nursing	$285	$345

Source: U. S. Department of Labor, Bureau of Labor Statistics, *Employment and Earnings*, January 1996.

continued

Time Spent Working

Of the 57 million employed women in the United States in 1995, 42 million worked full time (35 or more hours per week); nearly 16 million worked part time (less than 35 hours per week). Two thirds of all part-time workers were women (68 percent).[1]

In 1994, 3.9 million men and 3.3 million women held more than one job. The highest rates of multiple jobholding was among women 20 to 24 years old and single women–7.6 percent and 7.2 percent, respectively.[1]

Of all women who were multiple job holders in 1995, those in the 35 to 44 age group were most likely to hold 3 or more jobs.[1]

Implications for Educators, Employers, and Public Policy Makers

- Encourage male and female students to choose careers that will provide a living wage.
- Provide opportunities for students to explore nontraditional, high-wage careers.
- Provide instruction on balancing work and family for all students.
- Emphasize life-long learning.
- Provide training for educators in understanding various cultural issues as they relate to learning styles and work behavior.
- Provide training for competencies that are transferable across all industries.
- Help all workers to anticipate economic changes and worker dislocation.
- Give attention to overall occupational issues as opposed to job-specific issues whenever possible.
- Provide flexible workplace provisions to attract and maintain new and existing workers.
- Provide flexible scheduling to attract and maintain new and existing students.
- Recruit women for entrepreneurial education and ventures.
- Work towards reducing the need for women to become multiple job holders.

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*A displaced homemaker is an individual who has not worked in the labor force for a substantial number of years but has worked in the home during those years providing unpaid services for family members.

Excerpted from *Equity Issues*, Vol. 3 Issue 1, Fall 1996. For further information contact Vocational Sex Equity, Vocational and Adult Education, Ohio Department of Education, 65 S. Front St., Columbus, OH 43215 (614) 466-5910.

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Gender and Earnings

The ratio of women's 1995 median weekly earning to men's is 75.5 percent. Even in traditionally female occupations, women still earn less than men.[1]

Families maintained by women (no husband present) had a median income of $17,443 in 1993; for families maintained by men, no wife present, the figure was $26,467; while married-couple families had a median income of $43,005.[2]

The median annual personal income for displaced homemakers* is $6,766.[3]

Men's median earnings in 1993 ($30,407) slipped in comparison to 1983 ($31,745 in 1993 dollars). Women's median annual earnings for those who worked year-round, full-time, was up in 1993 ($21,744) compared with 1983's median of $20,188 (1993 dollars).[4]

The median weekly wage of union women ($417) is more than 30 percent higher than that of non-union women ($312). Thirty-six percent of labor union members are women.[5]

A wife's earnings now constitute 50 percent of the black family income, 40 percent of the Hispanic family income, and 35 percent of the white family.[6]

Implications for Educators, Employers, and Public Policy Makers

- Give students accurate earnings data so students can make informed, realistic choices about their potential earnings for any given occupation and its effect upon their standard of living.
- Inform students of the advantages and disadvantages of nontraditional employment.
- Provide female students information on the impact of union membership upon earnings.
- Impress upon all students, employers, and public policy makers the impact of the male's and female's earning power to their family.
- Continue working towards closing the wage gap between male and female employees.
- Increase support of education and training programs for individuals in nontraditional, high-wage occupations.

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*A displaced homemaker is an individual who has not worked in the labor force for a substantial number of years but has worked in the home during those years providing unpaid services for family members.

Excerpted from *Equity Issues*, Vol. 3 Issue 1, Fall 1996. For further information contact Vocational Sex Equity, Vocational and Adult Education, Ohio Department of Education, 65 S. Front St., Columbus, OH 43215 (614) 466-5910.

continued

OHIO: 1990 Civilian Labor Force and Mean Earnings by Sex and by Selected Occupation

Occupation	Male Civil Labor Force	Female Civil Labor Force	Male Mean Earnings	Female Mean Earnings
Top Occupations for Males				
Managers & Administrators N.E.C., Salaried	141,895	59,035	$42,637	$26,890
Truck Drivers	125,213	7,445	$20,767	$8,558
Supervisors & Proprieters Sales Salaried	77,498	43,771	$34,290	$18,331
Janitors & Cleaners	77,354	34,304	$14,509	$8,457
Assemblers	63,576	41,353	$20,422	$13,862
Supervisors, Production Occupations	57,825	8,825	$31,811	$23,630
Sales Representatives, Mining Manufacturing & Wholesale	52,349	14,424	$33,979	$18,930
Carpenters, Excluding Apprentices	44,557	793	$21,424	$16,865
Cooks	41,286	46,807	$9,339	$8,478
Top Occupations for Females				
Secretaries	1,745	170,238	$11,467	$13,538
Cashiers	19,488	95,720	$8,467	$5,879
Teachers, Elementary School	28,061	93,580	$26,945	$19,149
Registered Nurses	4,374	87,382	$34,897	$25,196
Nursing Aides, Orderlies, & Attendants	8,881	70,471	$15,917	$10,788
Bookkeepers, Accounting & Auditing Clerks	6,468	64,380	$11,827	$12,355
Managers & Administrators, N.E.C., Salaried	141,895	59,035	$42,637	$26,890
Waiters & Waitresses	7,365	55,264	$7,855	$6,311
Sales Workers, Other Commodities	23,129	52,929	$14,224	$8,639
Cooks	41,286	46,807	$9,339	$8,478
General OfficeClerks	8,425	44,635	$15,965	$11,483
Supervisors & Proprieters Sales Salaried	77,498	43,771	$34,290	$18,331
Assemblers	63,576	41,353	$20,422	$13,862

Source: *Census of Population and Housing, 1990: Equal Employment Opportunity Supplemental Tabulations File* (Machine-Re The Bureau of the Census --Washington: The Bureau (Producer and Distributor), 1993.

Education, Earnings, and Gender

Educational Attainment

Of all labor force participants, age 25 years and over in 1995, women were more likely than men to have completed high school. Ninety-one percent of female labor force participants held the minimum of a high school diploma, compared to 88 percent of men. A slightly lower percentage of female labor force participants than men were college graduates–27 percent compared with 29 percent.[1]

Of the 3.8 million mothers on AFDC, 44 percent had less than a high school education, 38 percent had completed high school, and 19 percent had one or more years of college.[2]

Employment and Earnings without a High School Education

Twenty-four percent of all Ohioans over age 18 do not have a high school diploma.[3]

1992 unemployment rates show women with less than a high school education have a higher unemployment rate (11.4%) than women with a high school education (6.2%).[4]

People with less than a high school education will be able to fill only 14 percent of the jobs of the future.[5]

One in eight women workers has less than a high school education, including 50 percent of single mothers and 56 percent of displaced homemakers*.[5]

*A displaced homemaker is an individual who has not worked in the labor force for a substantial number of years but has worked in the home during those years providing unpaid services for family members.

Excerpted from *Equity Issues*, Vol. 3 Issue 1, Fall 1996. For further information contact Vocational Sex Equity, Vocational and Adult Education, Ohio Department of Education, 65 S. Front St., Columbus, OH 43215 (614) 466-5910.

In 1990 over 67.3 percent of working women without a high school education earned less than $12,499/year.[6]

Seventy-five percent of female heads of households with less than a high school diploma are living in poverty.[5]

Of those individuals participating in Ohio's JOBS program during FY95, 62 percent were white, 35 percent were black, 87 percent were female and these individuals had an average of 2 children per household. JOBS participants averaged a 10th grade education at intake.[7]

Economics of Literacy

Rural people account for 28 percent of the United States population, but 42 percent of the functionally illiterate.[4]

According to labor statistics, 40-50 percent of the unemployed are functionally illiterate; 33 percent of job applicants are rejected for lack of basic reading and writing skills; and more than one-half of all new jobs created between 1984 and 2000 will require education beyond high school.[4]

Median Income of Persons, by Educational Attainment and Sex, Year-Round, Full-Time Workers, 1994

Level of Education	Women	Men
9th to 12th grade (no diploma)	$15,133	$22,048
High school graduate	$20,373	$28,037
Some college, no degree	$23,514	$32,279
Associate degree	$25,940	$35,794
Bachelor's degree or more	$35,378	$49,228

Source: U.S. Department of Commerce, Bureau of the Census, *Income, Poverty, and Valuation of Noncash Benefits: 1994*.

continued

Individuals with higher literacy scores more often are employed and earn higher wages. Those with the lowest scores earned an average of $230 a week; those with the highest, about $680.[8]

Jobs available to women with poor reading and writing skills are traditionally the lowest paid jobs–such as cafeteria worker, housekeeper, health aid, and sewing machine operator.[4]

According to the U.S. Commerce Department, the U.S. economy suffers an estimated $140 to $300 billion annual productivity loss traced directly to adult worker illiteracy.[4]

Of the estimated $30 billion spent on corporate training each year, only a small fraction is devoted to basic skills. Economic theory indicates that companies will invest in job-specific skills of their employees, but not in basic skills.[5]

It is estimated that adult student reading scores improve approximately one grade level with 35 to 45 hours of tutoring.[5]

Literacy levels of children are strongly linked to their parents' levels. The greatest predictor of a child's future academic success is the literacy level of the child's mother.[5]

Implications for Educators, Employers, and Public Policy Makers

- Increase academic knowledge and also practical knowledge of work life and work expectations among the emerging workforce.
- Collaborate with state and local agencies to provide basic skills training, establishing common program priorities and teaching content.
- Implement programs that target single parents with less than a high-school education, providing child care, transportation, and other support services.
- Develop collaborations between educators and employers to provide basic skill education along with job-specific skills.
- Set realistic expectations to increase basic skill achievement (i.e. amount of time in program, teaching methodology, situational factors).
- Reinforce and review basic skill information within the job responsibilities and outside of scheduled educational programs.
- Develop job-site educational programs according to various learning styles.
- Encourage advanced education beyond high school, emphasizing the relationship between higher education and high wages.
- Increase legal and monetary support and expectations of employers and educators to develop partnerships in job-specific and basic skill training.

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